

Theme	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
<p>Description</p>	<p>An inquiry into the nature of the self; beliefs and values, personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human. ** 1st, 3rd, 4th all have rights and responsibilities Need spiritual health</p>	<p>An inquiry into orientation of place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives. ** 2nd, 4th, 5th do explorations and migrations Need journeys and civilizations</p>	<p>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values, the ways in which we reflect on extend and enjoy our creativity; our appreciation of the aesthetic. ** All parts are covered</p>	<p>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment. ** 1st, 3rd Natural world Need human societies</p>	<p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment. ** 1st, 2nd, 4th economic activities Need societal decision making</p>	<p>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them, access to equal opportunities; peace and conflict resolution. ** 1st, 3rd, 4th resources K, 4th communities</p>
<p>Concepts</p>	<p>PreK: K. Friendship 1. Citizenship 2. Global Citizens 3. Communities 4. Heroes 5. Systems</p>	<p>PreK: K. Homes 1. Celebrations and Traditions 2. Long Ago 3. Native People 4. Fossils/Adaptations 5. Motivations/Independence</p>	<p>PreK: K. Feelings and Emotions 1. Creativity 2. Culture 3. Economics 4. Structure of government 5. Exhibition</p>	<p>PreK: K. Cause and Effect 1. Classification 2. Forces and Motion 3. Forces 4. Solar System 5. Mixtures</p>	<p>K. Cooperation 1. Marketplace 2. A Wealth of Resources 3. Cycles 4. Inventions 5. Government</p>	<p>K. Oceans 1. Change 2. Habitats 3. Weather 4. Why People Move; interactions; N.A. and explorers 5. Patterns</p>
<p>Pre-K</p>	<p>Central Idea: Every day I learn about myself; the way I feel and my abilities Lines of Inquiry: <i>Similarities and differences of our feelings</i> <i>Structure of our bodies</i> <i>Exploring the world through our senses</i></p>	<p>Central Idea: Our world is a diverse place and we are a part of it. Lines of Inquiry: - What does our school look like? Children will be able to describe physical features of their school including. - What do our homes look like? What do we do at home? - Counting: How many windows are in our classroom? How many doors are in our classroom? - Function: What is inside our classroom? What do we do at school?</p>	<p>Central Idea: Stories teach me about myself and my world through words and pictures. Lines of Inquiry: <i>The form of stories: story telling, songs, books (author, title, structure)</i> <i>How stories can teach me how to solve problems in order to get along with others.</i> <i>How stories can give me new ideas</i></p>	<p>Central Idea: 2017(Plants and animals adapt to their environment or habitat) Plants and animals have certain requirements in order to grow and stay healthy. Lines of Inquiry: -(2017) Explore similarities and differences between habitats. - (2017)Explore similarities and differences between living organisms first in our backyard then in the world. - Animal adaptations, characteristics, life cycles, and behaviors.</p>	<p>Central Idea: Lines of Inquiry:</p>	<p>Central Idea: Lines of Inquiry:</p>

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Kindergarten	<p>*Central Idea: Being a good friend and learning how to make friends is important in interacting within our world</p> <p>Lines of Inquiry: reasons we have friends things you can do with friends where we make friends how we keep friends</p>	<p>Central Idea: Children live in different homes and places in the world</p> <p>Lines of Inquiry: The characteristics of a home (form) Reasons people live where they do (connection) How homes can be the same or different (form)</p>	<p>*Central Idea:</p> <p>Lines of Inquiry: Various forms of art Beliefs, feelings, and ideas expressed through the arts It is OK to express different emotions. Understanding other people's emotions</p>	<p>Central Idea: Our knowledge of cause and effect grows through experimenting</p> <p>Lines of Inquiry: Conducting an experiment Cause and effect Variables can alter the outcome of an experiment</p>	<p>Central Idea: People in our community and our school work together to help us learn</p> <p>Lines of Inquiry: School workers and their jobs (responsibility) School rules and why the school community needs rules (function) Different types of schools in our world (connection) Different workers in our community and their jobs.</p>	<p>Central Idea: The majority of the Earth's surface is covered by the ocean which supports a variety of life.</p> <p>Lines of Inquiry: What it is like in the ocean Why the ocean is important What lives in the ocean How we can care for the creatures in the ocean</p>
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First Grade	<p>Central Idea: Effective groups have responsible leaders and team members.</p> <p>Classroom community (citizenship and our rights/responsibilities in the different communities we belong to.)</p> <p>Lines of Inquiry: (function) characteristics of a responsible leader (connection) attributes of a responsible team member (responsibility) how to be an effective leader and team member</p>	<p>Central Idea: People use events to remember what they value.</p> <p>Year long unit showing how celebrations mark time in a year.</p> <p>Lines of Inquiry: Family traditions (Circle map) Comparing traditions (Double Bubblemap) School traditions</p>	<p>Central Idea: People express themselves through their multiple intelligences.</p> <p>Fairy Tales/multiple intelligences</p> <p>Lines of Inquiry: (form) Understanding multiple intelligences (function) how I am smart (perspective) how I can tell others are smart</p>	<p>Central Idea: All matter/living organisms can be classified into groups based on their similarities and differences.</p> <p>Animal groups-characteristics of animals in different groups</p> <p>Lines of Inquiry: Ways offspring are like and different from their parents Characteristics that signify a family unit Characteristics that help animals survive in the wild</p>	<p>Central Idea: Communities thrive by meeting their needs and wants.</p> <p>Wants/needs, goods/services, jobs/tools</p> <p>Lines of Inquiry: How needs and wants are satisfied How goods and services are produced and distributed How the use of resources has changed over time How to set a short-term financial goal</p>	<p>Central Idea: Earth's natural resources can be compared and classified based on their properties and how humans use them in their daily lives.</p> <p>States of matter in relationship to earth's materials: RRR's of using earth's materials responsibility</p> <p>Lines of Inquiry: (Change) Differences liquids/solids can have and still be considered liquids/solids. (Solids and Liquids) (Perspective) Earth's materials can be compared and classified based on their properties and how humans can use them. (Responsibility) How we use earth's materials responsibly.</p>

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Second Grade	<p>Central Idea: Citizens can make a difference at school and in the community, by taking action.</p> <p>Lines of Inquiry: Citizens' have different responsibilities</p> <p>Identify a problem in our school or community</p> <p>Knowing when a solution fits a problem</p>	<p>Central Idea: Today, the ways families join together to form communities are similar and different from long ago.</p> <p>Lines of Inquiry: Present & past communities (change)</p> <p>Reasons why communities formed (connection)</p> <p>Personal, historical timelines/growth (reflection)</p>	<p>Central Idea: Physical geography and location dictates how cultures express themselves. (2018 Parts of a culture vary based upon where people live and their natural surroundings.)</p> <p>Lines of Inquiry:</p> <p>People's cultures are influenced by their geographic location.</p> <p>Humans create meaning with different forms of expression.</p> <p>Humans can express themselves through art, dance, games, music, food, clothing, language and storytelling.</p>	<p>Central Idea: Changes in speed or direction of motion are caused by forces such as pushes and pulls.</p> <p><i>Forces affect our everyday lives.</i></p> <p>Lines of Inquiry:</p> <p>Forces change an object's motion</p> <p>An object's properties affect how it will move when a force is applied</p> <p>The speed of an object is changed by an outside force</p> <p>Weather can create and is driven by forces</p>	<p>Central Idea: The scarcity (<i>availability</i>) of resources affects (<i>the choices people make</i>) how people in communities manage, modify and depend on their environment.</p> <p>Lines of Inquiry: Physical features that affect a community</p> <p>Economies change as resources change</p> <p>Why people live where they do</p> <p>Renewable/nonrenewable resources</p>	<p>Central Idea: Organisms depend on their habitat's living and non-living parts to meet their needs.</p> <p>Lines of Inquiry:</p> <p>the essential parts of a habitat (function)</p> <p>the causes and effects of a healthy habitat (causation)</p> <p>each plant or animal can change in its habitat (change)</p>

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Third Grade	<p>Central Idea: Citizens of a community or society have responsibilities</p> <p>Social awareness is necessary to be a responsible citizen in the world.</p> <p>Lines of Inquiry: Citizens have roles in a community Community members are involved in government Rules/laws organize a community and keep it safe</p> <p>Communities provide education, housing, and social benefits to citizens. The decisions of an individual can affect an entire community. (causation) Members of the community can come together to solve problems. (responsibility) Our community expands into a global community. (city, state, country, globe), (connection)</p>	<p>Central Idea: Maps and globes tell a story of change</p> <p>Lines of Inquiry: Personal histories; homes and journeys Discoveries, explorations and migrations of humankind Relationships between and the interconnectedness of individuals and civilizations, from local to global perspectives</p>	<p>Central Idea: Producers and consumers create an economy.</p> <p>Lines of Inquiry: Needs and wants may be limited by the resources The value of money may change depending on supply and demand The exchange of goods and services varies in different cultures</p>	<p>Central Idea: Human choices can affect the balance of a cycle</p> <p>Lines of Inquiry: Different processes determine how Earth's materials are formed (soil, sand, rock, minerals, and oil) Earth's surface is constantly changing due to pressure, erosion, and heat.</p>	<p>Central Idea: All Living Things Change over Time</p> <p>Lines of Inquiry: Life cycles vary depending on the organism Organisms change throughout its life cycle Living things have different needs in their life cycle</p>	<p>Central Idea:</p> <p>Lines of Inquiry:</p>

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Fourth Grade	<p>Central Idea: Environment, era, and personal background determine what is heroic.</p> <p>Movie trailer, hero biography; era presented different opportunities, challenges</p> <p>Lines of Inquiry: The importance of individual action and character.</p> <p>How heroes from the past have made a difference.</p> <p>How I make a difference.</p>	<p>Central Idea: People can make predictions about past environments based on fossil evidence.</p> <p>Discoveries; scientists use evidence; Squirrel Island, Big Dig</p> <p>Lines of Inquiry: How evidence helps us to understand (causation) How to support the ideas we form (connection) How characteristics of an organism evolve over time (change)</p> <p>What teacher questions/provocations will drive these inquiries? How do geological changes impact location and condition of fossils? What changes in the earth support and change?</p>	<p>Central Idea: Collaboration helps people to advocate for community needs.</p> <p>Public Service announcement or Bill; 3 branches; process bill-law</p> <p>Lines of Inquiry: form - civic roles and responsibilities</p> <p>function - function of state government (a form of formalized collaboration)</p> <p>perspective - multiple perspectives of community issues and problem-solving</p>	<p>Central Idea: The earth and its atmosphere are surrounded by space and are part of a vast and complex <u>system</u>.</p> <p>Design a travel brochure; written assessment (vocab, what-if one part of the system changes): could be fossils/adaptations</p> <p>Lines of Inquiry: An inquiry into the solar system and space technology.</p> <p>An inquiry into the form and function of the components of our solar system.</p> <p>Scientists use specific methods to study the solar system and compare Earth to other objects orbiting the sun.</p> <p>There are patterns of movement for Sun and Moon across the sky.</p>	<p>Central Idea: Invention can be the result of deliberate process or an accident.</p> <p>Shark Tank; evolution of inventions; greatest invention</p> <p>Lines of Inquiry: Ongoing evolution of electronics (change)</p> <p>Commonalities in the ways inventions have been made (connection)</p> <p>Inventions may be an accident or a result of systematic experimentation (causation)</p> <p>The process of invention is often creative (perspective)</p>	<p>Central Idea: The abundance of regional resources drives peoples' movement.</p> <p>Timeline of CO history; RAFT (journal from a trapper, trader, or miner)</p> <p>Lines of Inquiry: How the physical environment provides opportunities for and places constraints on human activities (change)</p> <p>How interactions among people and cultures affect the development of a region (connection)</p> <p>How productive resources (natural, human, and capital) influenced the types of goods produced and services provided. (responsibility)</p>
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Fifth Grade	<p>Central Idea: Systems have functions and needs.</p> <p>Human Growth and 2nd Step</p> <p>Lines of Inquiry: Each part of a system has a function There are connections between systems Human body systems have basic structures, functions and needs. Different parts of systems affect other parts.</p>	<p>Central Idea: Human beings interact in a variety of ways.</p> <p>Motivations, why people explore, DARE</p> <p>Lines of Inquiry: Humans explore over time Motivations cause people to act the way they do. Human movement and their challenges.</p>	<p>Central Idea: (Exhibition)</p> <p>Lines of Inquiry: Impact upon cultures, people, and environments. Citizens make up a nation.</p>	<p>Central Idea: (Mixtures)</p> <p>Lines of Inquiry:</p>	<p>Central Idea: Organizations help society by providing checks and balances (2016)</p> <p>Lines of Inquiry: Government organizes a society. (function)</p> <p>Organizations have specific features (form)</p>	<p>Central Idea: Interactions create patterns.</p> <p>People can alter patterns with their choices</p> <p>Lines of Inquiry: Preserve Resources (responsibility)</p> <p>Climate is determined by weather patterns (causation)</p> <p>Earth's changing surface (change)</p>

Theme	Quienes somos	Donde estamos en el lugar y el tiempo	Cómo nos expresamos	Cómo funciona el mundo	Cómo nos organizamos	Sharing the planet
Descripción	Una investigación sobre la naturaleza del yo; creencias y valores, salud personal, física, mental, social y espiritual; las relaciones humanas, incluidas las familias, los amigos, las comunidades y las culturas; derechos y responsabilidades; lo que significa ser humano	Una investigación sobre la orientación del lugar y el tiempo; historias personales; hogares y viajes; los descubrimientos, exploraciones y migraciones de la humanidad; las relaciones y la interconexión de individuos y civilizaciones, desde perspectivas locales y globales.	Una investigación sobre las formas en que descubrimos y expresamos ideas, sentimientos, naturaleza, cultura, creencias y valores, las formas en que reflexionamos para extender y disfrutar nuestra creatividad; nuestra apreciación de la estética.	Una investigación sobre el mundo natural y sus leyes; la interacción entre el mundo natural (físico y biológico) y las sociedades humanas; cómo los humanos usan su comprensión de los principios científicos; el impacto de los avances científicos y tecnológicos en la sociedad y el medio ambiente.	Una investigación sobre la interconexión de los sistemas y comunidades creados por el hombre; la estructura y función de las organizaciones; toma de decisiones sociales; actividades económicas y su impacto en la humanidad y el medio ambiente.	Una investigación de los derechos y responsabilidades en la lucha por compartir recursos finitos con otras personas y con otros seres vivos; las comunidades y las relaciones dentro y entre ellos, el acceso a la igualdad de oportunidades; paz y resolución de conflictos.